

Teacher(s): Johnson

Subject: World History

Week of: Feb 12 – 16, 2018

Week: 25

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): WH 8 Describe the diverse characteristics of societies in Central and South America a. Explain the rise and fall of the Mayan, Aztec and Inca Empires	Do Now: Guided Instruction (We do)- Which of the three empires located in South America? Opening: Focused Instruction (I do)- Introduce new GSE and element; assist as needed Work Session: Guided Instruction (We do)- Lecture/Discussion of WH 8a Independent Learning (You do alone)- Create graphic organizer to reflect the reasons for the rise and fall of the three empires and hold for turn in on Wed Closing: Guided Instruction (We do)- Which empire(s) used human sacrifice? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Graphic Organizer 	Formative: Teacher Observation Q&A Graphic Organizer
	Purpose: To provide the students an opportunity to explain how each of the three empires rose and fell through discussion and graphic organizer			Summative:
Tues	Standard(s): WH 8 Describe the diverse characteristics of societies in Central and South America b. Compare and contrast the Mayan, Aztec and Incan societies, include: religion, culture, economics, politics and technology	Do Now: Guided Instruction (We do)- Which of the empires came first? Opening: Focused Instruction (I do)- introduce new element; assist as needed Work Session: Guided Instruction (We do)- Lecture/Discussion of WH 8b Collaborative Learning (You do together)- in pairs, complete individual compare and contrast graphic organizers and hold for turn in on Wed Closing: Guided Instruction (We do)- Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Graphic organizer 	Formative: Teacher Observation Q&A Graphic Organizer
	Purpose: To provide the students an opportunity to compare and contrast various elements of the society of the three empires through discussion and graphic organizer			Summative:
Weds	Standard(s): WH 8 Describe the diverse characteristics of societies in Central and South America	Do Now: Guided Instruction (We do)- 5 min quick study Opening: Focused Instruction (I do)- explain quiz procedures Work Session: Independent Learning (You do alone)- Complete Quiz WH 8 and turn in assigned classwork for grade Closing: Guided Instruction (We do)- Which was the most problem for you – rise and fall or compare and contrast? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Quiz 8 Classwork 8
	Purpose: To provide the students an opportunity to validate their learning during this GSE			Summative:

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (We do)- Sign in to Achieve 300 (Lab 216) Opening: Focused Instruction (I do)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (You do alone)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (We do)- Verify quiz grades and completion of the 5 areas Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Achieve 3000	Formative: Teacher Observation Q&A Achieve results
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.			Summative:
Fri	Standard(s): WH 10 Analyze the causes and effects of exploration and expansion into the Americas, Africa and Asia. a. Explain the roles of explorers and conquistadors	Do Now: Guided Instruction (We do)- What is a conquistador? Opening: Focused Instruction (I do)- Introduce new GSE and element Work Session: Guided Instruction (We do)- Lecture/Discussion of WH 10a Independent Learning (You do alone)- Make Bubble Map for the roles of explorers and another for the roles of conquistadors and hold for classwork turn in next week Closing: Guided Instruction (We do)- Would you have liked to have been an explorer in those days? What about now? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none">Bubble Maps	Formative: Teacher Observation Q&A Bubble Maps
	Purpose: To provide the students an opportunity to explain the roles of these two jobs by discussion and bubble maps			Summative: